**Course Credits:** 3-6 hours
**Course Time & Location:** Group Supervision via Zoom
**Instructor:** Wendy Killam, Ph.D., NCC, CRC, L.P.C.-S,
**Office Location:** Human Services Building, Room 231
**Office Phone:** (936) 468-1366
**Office Hours:** by zoom on Mondays 1:00pm to 4:00pm and Thursdays 1:00pm to 3:00pm or by appointment
send an email for zoom link
**Email:** wkkillam@sfasu.edu

**Course Description:**
A post practicum field placement requiring a minimum of 600 clock hours of supervised counseling experience. Placements may include such settings as rehabilitation centers, schools and community agencies. Your internship is the culmination of the academic sequence leading to your degree in counseling that should provide you with a supportive, structured learning environment for acquiring clinical experience and practical on-the-job training. In addition to on-site experience and supervision, you will participate in class meetings with other interns to discuss placement experiences.

**Course Justification:**
This supervised field experience requires students to be fully engaged in the work of a practicing counselor for a minimum of 600 hours, including a minimum of 240 hours of direct services to clients. In addition, students are required to engage in one hour of individual supervision a week and attend the group supervision class for 2.5 hours a week. Readings will be assigned based on the individual needs of the clients being served.

**College Diversity Statement**
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.
Texts/Readings:
Reading will be assigned based upon the individual client cases and professional development needs.

Program Learning Outcomes

Professional Orientation and Ethical Practice (CACREP 2.F.1)
Students will be able to articulate the elements related to professional identity including; the history and philosophy of the counseling profession, the value of professional organizations, the need for legal and ethical practice, and advocating for the profession and clients that are served.

Social and Cultural Diversity (CACREP 2.F.2)
Students will demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population.

Human Growth and Development (CACREP 2.F.3)
Students are able to demonstrate an understanding of development across the lifespan and the impact on normal and abnormal functioning.

Career Development (CACREP 2.F.4)
Students are able to utilize career development theory in the development of individualized and developmentally appropriate career development activities and interventions.

Counseling and Helping Relationships (CACREP 2.F.5)
Students are able to demonstrate the skills necessary to engage in an effective and therapeutic helping relationship.

Group Counseling and Group Work (CACREP 2.F.6)
Students demonstrate competency in preparing and facilitation of group counseling.

Assessment and Treatment Planning (CACREP 2.F.7)
Students demonstrate the ability to identify effective assessment strategies in order to facilitate treatment planning.

Research and Program Evaluation (CACREP 2.F.8)
Students will demonstrate an understanding of research methods to inform evidence-based practice.

Intended Learning Outcomes/Goals/Objectives:
Through the activities and objectives in PCOU 5395 students will become prepared, competent, successful, caring and enthusiastic counseling professionals. They will continue to develop a sense of service, leadership, professional and intellectual growth. Through regular class attendance, writing projects, and discussions students will gain academic excellence within the subject area with an emphasis on life-long learning and development. Students will also be given the opportunity for collaboration and be encouraged toward openness to new ideas. Ethics, integrity and service within the counseling profession and following the American Counseling Association guidelines will also be integrated into all aspects of the course. As described in this syllabus, COU 595 follows the mission, vision and core values of the College of Education and Stephen F. Austin State University which is aligned with the counseling curriculum, clinical experiences, and assessments. Because there are numerous CACREP and CORE Standards assessed in this course, the specific standards are listed in the Internship Manual. They will be assessed through the mid-term and final CIT evaluations. This course is designed to meet SACS, SBEC, and CAEP standards.

A complete list of standards assessed in Internship can be found in the Internship Manual and on the CIT evaluation documents for each specialty area. Standards are based upon the individual specialization tracks and are aligned with CACREP standards.
Any violation of the ACA Code of Ethics, Intern policies, or legal statute may result in a failing grade in the course and/or removal from the program. In the event this occurs, the Counseling faculty will be consulted, as well as the Department Chair and Dean.

**Course Requirements and Expectations:**

The requirements are directed to assuring that you have the types of experiences that will produce a capable, competent professional counselor, regardless of which setting you have chosen. There are a number of requirements that you must meet to successfully complete your internship experience. These requirements are found in detail in your copy of the *Counseling Program Internship Manual.*

The following paperwork the must be completed and returned prior to being allowed to accrue hours:

1. **Affiliation Agreement** This must be signed by your site designee and university officials. Agreements are good for 5 years. If a current agreement is on file, you will not need to complete this form.
2. **The Counseling Intern Agreement**
3. **Statement of Site Supervisor Credentials** (see Internship Manual), along with a copy of the supervisor’s license/certification and a resume/vita verifying years of experience
4. **Intern Data Form** This form provides contact information on your site and your supervisor.

**Required Documentation**

1. **The Internship Log** is a chronological record of daily activities showing actual clock hours spent in various counseling activities. I have provided you with an electronic file that will total your weekly and total hours. You will also need to maintain a detailed daily log of activities (This can be in the format of your choice). Your weekly log should be signed by your on-site supervisor and turned in each week during class. Daily logs should be available for review upon request of your site or university supervisor.
2. **The Weekly Supervision Log Form** is to document supervision activities and recommendations, as well as give formative assessment information on a weekly basis. It is to be signed and returned weekly.
3. **Weekly Journal** – each student will write a weekly journal utilizing the Integrative Processing Model format explained in the article provided in D2L. There is also a template for the journal in D2L.

**Assessment (Copies of all forms can be found in D2L)**

1. The site supervisor will do two live observations and complete the form provided. One will need to be done prior to mid-term and the second one prior to finals week.
2. The site supervisor will complete the mid-term and final evaluation in Livetext.
3. The University supervisor or designee will conduct site visits and/or observations to provide feedback utilizing program forms. For school counselors, one observation must be a classroom guidance lesson and the other will be individual or group counseling. For Clinical Mental Health and Clinical Rehabilitation the supervisor or designee will conduct a site
Supervision
1. Interns will participate in one hour of individual/triadic supervision with the site supervisor each week.
2. Interns will participate in two and a half hour weekly group supervision class with the University supervisor each week. The class will meet via zoom.

Failure to attend supervision may result in a loss of hours for the week.

Other requirements
3. Each student will complete a learning plan that outlines professional growth goals for the internship experience. An article explaining the format of the learning plan can be found in D2L.
4. All students will complete 3 hours of approved professional development related to the counseling profession during the semester. Proof of attendance will be required and should be turned in by the date indicated on the calendar.
5. Each student will present cases to the class to engage in consultation with other professionals. This will occur on an on-going basis.

Observations/Site Visits
The university supervisor or designee will complete three site visits including some observation time for each school counseling interns. The university supervisor or designee will conduct one site visit for clinical mental health counseling and rehabilitation counseling interns. The visits will be documented on appropriate forms.

Grading:
The internship course is based on a pass/fail method of evaluation. Grades are assigned based upon successful completion of the 600 hours of supervised experience, which includes 240 hours of direct client contact. The university supervisor assigns the final grade, however, input from the on-site supervisor is vital. As detailed below and in the Internship Manual, you will be required to submit two (2) on-site supervisor evaluations of your professional and personal performance during the semester.

There are several documents that must be completed prior to final grades being posted. Sign in to LiveText and click on the Forms tab at the top. You will complete the following:
1. Candidates Final Disposition Checklist
2. COU 595 CIT Evaluation of On-site Supervisor
3. COU 595 CIT Field Placement Evaluation
4. COU Program Completer Survey

Final grades will not be posted until all paperwork is returned and Livetext forms submitted.

Tentative Course Outline/Calendar
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics Covered</th>
<th>Assignments Due</th>
<th>Target Hours Direct/Indirect at end of week</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>What to Expect From Supervision? Supervision activities</td>
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<tr>
<td>Week 2</td>
<td>Legal Issues in Counseling Supervision activities</td>
<td>Learning Plan Due Read Supervision article</td>
<td>34/46</td>
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<tr>
<td>9/3</td>
<td>Ethical Issues in Counseling Supervision activities</td>
<td><em>Bring a copy of the current ACA Code of Ethics and LPC Rules to class with you.</em></td>
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<tr>
<td>Week 4</td>
<td>Creative Arts in Counseling Supervision activities</td>
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<td>9/17</td>
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<td>Week 5</td>
<td>Case Conceptualization Supervision activities</td>
<td>Read Case Conceptualization Article in D2L.</td>
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<td>9/24</td>
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<td>Week 6</td>
<td>Suicide Prevention and Intervention Supervision Activities</td>
<td>Read Suicide Article in D2L</td>
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<td>10/1</td>
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<td>Week 7</td>
<td>Pandemic Issues Supervision activities</td>
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<td>10/8</td>
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<td>Week 8</td>
<td>PTSD Supervision Activities</td>
<td><em>Mid-semester evaluations due</em></td>
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<td>10/15</td>
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<td>Week 9</td>
<td>Play Therapy Supervision Activities</td>
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<td>10/22</td>
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<tr>
<td>Week 10</td>
<td>Older Adults Supervision Activities</td>
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<td>10/29</td>
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<td>Week 11</td>
<td>Career Counseling Supervision Activities</td>
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<td>11/5</td>
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<td>Week 12</td>
<td>Self Care Supervision Activities</td>
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<td>11/12</td>
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<tr>
<td>Week 13</td>
<td>Supervision Activities</td>
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<td>11/19</td>
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<td>11/26</td>
<td>THANKSGIVING – No Class</td>
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<tr>
<td>Week 14</td>
<td>Next Steps – Licensure/Certification, Job Hunt, Choosing a Supervisor</td>
<td><em>Professional Development verification due</em></td>
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<td>12/3</td>
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<td>Week 15</td>
<td>Q &amp; A, Reflections Final Meeting</td>
<td><em>Final evaluations and logs due</em></td>
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<td>12/10</td>
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Schedule is tentative and is subject to change.
Course Evaluations:
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken with the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Attendance – After two absences the final grade will be lowered by one letter grade.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process. Definition of Academic Dishonesty Academic dishonesty includes
both cheating and plagiarism. Cheating includes, but is not limited to: - using or attempting to use unauthorized materials on any class assignment or exam; - falsifying or inventing of any information, including citations, on an assignment; and/or; - helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to: submitting an assignment as one's own work when it is at least partly the work of another person; - submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or, - incorporating the words or ideas of an author into one's paper or presentation without giving the author credit. Penalties for Academic Dishonesty Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Plagiarism an extremely serious offense with severe consequences including failure to receive credit for the assignment, removal from the class, and/or removal from the university. Most students who plagiarize do so unintentionally. However, that does not lessen the consequences. The following websites have excellent information regarding plagiarism and proper citation methods. I strongly recommend that you review this information.

http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml#original

http://www.msresource.com/format.html

http://owl.english.purdue.edu/owl/printable/589/

Any assignment that contains plagiarism or falsification (whether intentional or not) will not result in an F in the course

**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**

Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. The instructor shall have full discretion over what behavior is
appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

**Masks** (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


**Additional Information:**

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at


**To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:**

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a
non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

Withheld Grades Semester Grades Policy (A-54)Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes and F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Electronic Devices – Out of respect for the learning environment, please turn off all electronic devices prior to entering the zoom classroom. This does not mean place them on vibrate. Students should also refrain from sending or receiving text messages during class.

LiveText is the data management system used by the Perkins College of Education (PCOE) for program improvement and to assess and monitor compliance to national accreditation standards. Required program assignments, designated by instructors and program coordinators, must be submitted within your LiveText account. Successful completion of this course and your degree requirements are dependent on the submission of all required LiveText assignments. Failure to complete LiveText assignments will result in a grade of WH in the course.

Graduation
You should have already applied. If you have not, do so immediately! If there were problems with your graduation audit, we would know by now.
1. Order regalia through the bookstore.
2. Students who are members of Chi Sigma Iota can order honor cords and stoles through CSI online. Students who are members of Sigma Phi Alpha will get honor cords and stoles the last night of class.

LPC License
Testing (Be sure to keep a copy of your results. NCE will not mail official results)
You cannot apply to test until after your degree has posted. You will need to have a final transcript with your degree conferred.
Go to this website to apply for the NCE:
http://www.dshs.state.tx.us/counselor/lpc_exam.shtm

Temporary License
Once you have passed the NCE and taken the Jurisprudence exam (you can take this at any time. It is online and is a no fail exam), you can apply for your Temporary License. You cannot apply for your license until you have obtained an LPC supervisor. This link gives you directions:
http://www.dshs.state.tx.us/counselor/lpc_temporary.shtm
I will give you a Practicum/Internship verification form the last night of class. DO NOT loose THIS! You will need it to apply for your license.
CRC Certification Testing
All information on the CRC exam and certification can be found at http://www.crccertification.com/

CSC Certification and Testing
If you have not already taken your certification test, you need to obtain clearance paperwork from me and submit the application to test to the Certification Office.

To apply for certification:

Certificate recommendations require the following:

- All coursework completed
- All grades posted
- Degree conferred on final transcript – (1-2 weeks after graduation)
- Field experience completed (internship)
- Certification tests completed for specific certificate (TExES 152)*
- An online application submitted to TEA (www.tea.state.tx.us)
- Payment to TEA for the certificate and fingerprint check

Dates to apply for certificates:

- December graduates may begin applying November 1st
- May graduates may begin applying April 1st
- August graduates may begin applying July 1st

Please note – recommendation cannot be made by SFA until degrees have been conferred on the final transcript. If you are seeking certification only, recommendation cannot be made until all coursework/field experience is complete and grades are posted. Students should be notified by TEA that they have been recommended by SFA within 4-6 weeks of graduation/coursework completion.

Application Procedures:

- Go to the Texas Education Agency (TEA) website at www.tea.state.tx.us
- On the left hand side of the screen, click on the link for Educator Certification.
- On the left hand side of the screen, click on the link for Educator LOGIN/ACCOUNT SET UP
- After you have logged in to your account, click on Applications on the left side of the Educator Main Menu and select Standard Certificate Texas Program
- Answer questions on the applicant’s affidavit
- Choose Stephen F. Austin State University as the entity
• Indicate specifically the certificate for which you are applying (EC-4 Generalist, 4-8 Math, 8-12 Life Science, etc.)
• Complete the remaining portion of the application and select SFASU University based, College Recommendation
• Submit your application
• Submit your payment and fingerprint fee
• After payment for fingerprints has been made, students will receive an email with instruction on how to make arrangements for the fingerprint scan

**Case Consultation Requirements**
Each intern will present cases in class and lead the consultation process. The case consultation should include:
1. Demographics of the client
2. Presenting problem
3. Diagnosis (if appropriate)
4. Treatment goals
5. Interventions planned/attempted
6. Where additional help is needed from consultation process